

# 21<sup>ST</sup> CCLC

NAME OF LEA OR ORGANIZATION	WASHINGTON COUNTY FAMILY YMCA
ADDRESS	1709 N. SHELBY STREET, SALEM, IN
COUNTY	WASHINGTON
NAME OF CONTACT PERSON	CHELSEY MILLER
TITLE	YOUTH FIRST DIRECTOR
PHONE NUMBER	812-883-9622
EMAIL	<a href="mailto:CHELSEY@WCFYMCA.ORG">CHELSEY@WCFYMCA.ORG</a>
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	KRISTY PURLEE
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	KRISTY@WCFYMCA.ORG

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
BRADIE SHRUM ELEMENTARY (8864)	60%	C	130	K-5
SALEM MIDDLE SCHOOL (8861)	53%	D	75	6-8

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
BRADIE SHRUM ELEMENTARY SCHOOL	1101 N. SHELBY STREET	SALEM/WASHINGTON
SALEM MIDDLE SCHOOL	1001 N. HARRISON STREET	SALEM/WASHINGTON





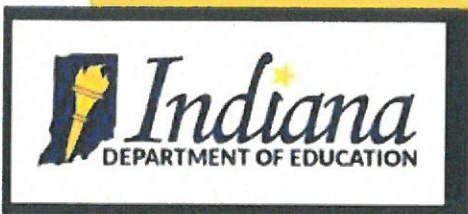
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<b><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></b>	<b>9</b>
<b><u>PRIORITY AREA</u></b> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) <b>*APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</b>	<b>STEAM</b>
<b><u>OPERATING HOURS</u></b> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) <b>*APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS</b>	<b>BEFORE SCHOOL, AFTER SCHOOL, SUMMER</b>
<b><u>PROGRAM INCOME</u></b> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N <b>*FOR MORE INFO, SEE PAGE 22 OF RFP</b>	<b>No</b>

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- o It has the necessary legal authority to apply for and receive the proposed subgrant;
- o The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- o The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- o The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;





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- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability or Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director,





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- owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
  - o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See [http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)
  - o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
  - o All partners will review and comply with the above assurances.

Washington County Family YMCA

Applicant Name (LEA or Organization)

Kristy Purles  
Authorized Signature

8/12/2020  
Date





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FOR SOCIAL RESPONSIBILITY

## PARTNERSHIP MEMORANDUM OF UNDERSTANDING

### **Creating Avenues For Student Transformation (CAST) and Washington County Family YMCA (YMCA)**

This agreement is entered into on the 6<sup>th</sup> day of August 2020 by and between Creating Avenues for Student Transformation (partner) and the Washington County Family YMCA (YMCA) (grantee).

WHEREAS, the above-named parties have committed to a mutual accord pertaining to the implementation of the 21<sup>st</sup> Century Community Learning Centers Program Out-of-School time program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by WCFYMCA from the Indiana Department of Education.

WCFYMCA and CAST desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. WCFYMCA and CAST will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Bradie Shrum Elementary and Salem Middle School.

The Parties agree upon the following:

1. Purpose
  - a. The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.
2. The partner agrees to the following:
  - a. Deliver services as an out-of-school time program between 3:00 PM to 6:00 PM at Bradie Shrum Elementary and/or Salem Middle School on designated days of program's operation. To care for and clean-up the rooms/areas in-use.
  - b. Designate a **CAST** employee/volunteer to serve on the 21<sup>st</sup> Century Grant Advisory Committee for each designated site.
  - c. CAST will engage volunteers in helping with the 21<sup>st</sup> Century Program through their current avenues.
  - d. CAST will provide staff development training for academic and enrichment counselors of the 21<sup>st</sup> Century grant.
3. The grantee agrees to the following:



- a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
- b. Work with school staff to provide adequate space for services for partner's programming. This can be continually negotiated as needed for spacing and needs.

#### TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 1, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

#### TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

#### AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

#### AUTHORIZATION

By signing below, both parties agree to the above MOU, and will strive towards offering a quality, impactful experience for youth through abiding by the terms established herein. Signatures imply that the signatories will strive to reach the objectives stated in the MOU, to the best of their ability.

#### Washington County Family YMCA

Cassandra Summers-Corp  
Authorized Representative

Program Director  
Representative Title

C-S-C  
Representative Signature

#### Creating Avenues for Student Transformation

Kristy Purlee  
Authorized Representative

CEO - YMCA  
Representative Title

Kristy Purlee  
Representative Signature





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FOR SOCIAL RESPONSIBILITY

## PARTNERSHIP MEMORANDUM OF UNDERSTANDING

### **Purdue Extension (PE) and Washington County Family YMCA (YMCA)**

This agreement is entered into on the 6<sup>th</sup> day of August 2020 by and between Purdue Extension (partner) and the Washington County Family YMCA (YMCA) (grantee).

WHEREAS, the above-named parties have committed to a mutual accord pertaining to the implementation of the 21<sup>st</sup> Century Community Learning Centers Program Out-of-School time program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by WCFYMCA from the Indiana Department of Education.

WCFYMCA and PE desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. WCFYMCA and PE will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Bradie Shrum Elementary and Salem Middle School.

The Parties agree upon the following:

1. Purpose
  - a. The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.
2. The partner agrees to the following:
  - a. Deliver services as an out-of-school time program between 3:00 PM to 6:00 PM at Bradie Shrum Elementary and/or Salem Middle School on designated days of program's operation. To care for and clean-up the rooms/areas in-use.
  - b. Designate a **PE** employee to serve on the 21<sup>st</sup> Century Grant Advisory Committee for each designated site.
3. The grantee agrees to the following:
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
  - b. Work with school staff to provide adequate space for services for partner's programming. This can be continually negotiated as needed for spacing and needs.



## TERMS

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## AMENDMENTS

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## AUTHORIZATION

By signing below, both parties agree to the above MOU, and will strive towards offering a quality, impactful experience for youth through abiding by the terms established herein. Signatures imply that the signatories will strive to reach the objectives stated in the MOU, to the best of their ability.

### Washington County Family YMCA

Kristy Purloe  
Authorized Representative

CEO  
Representative Title

Kristy Purloe  
Representative Signature

### Purdue Extension

Ashley Roberts  
Authorized Representative

NEP Regional Supervisor  
Representative Title

Ashley E Roberts  
Representative Signature



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FOR SOCIAL RESPONSIBILITY

## PARTNERSHIP MEMORANDUM OF UNDERSTANDING

**Salem Community School (SCS) and Washington County Family YMCA (YMCA)**

This agreement is entered into on the 10<sup>th</sup> day of August 2020 by and between Salem Community Schools (partner) and the Washington County Family YMCA (YMCA) (grantee).

WHEREAS, the above-named parties have committed to a mutual accord pertaining to the implementation of the 21<sup>st</sup> Century Community Learning Centers Program Out-of-School time program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by WCFYMCA from the Indiana Department of Education.

WCFYMCA and SCS desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. WCFYMCA and SCS will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Bradie Shrum Elementary and Salem Middle School.

The Parties agree upon the following:

### **1. Purpose**

- a. The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### **2. The partner agrees to the following:**

- a. Provide adequate space for services. This will include a minimum of a designated storage space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at Bradie Shrum Elementary School; and will include a designated storage space, the cafeteria, gymnasium, classroom space (as needed) and the library/media center at Salem Middle School. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
- b. Work collaboratively with WCFYMCA to identify high-priority student participants and to meet needs of youth served in the program.



- c. Develop common confidentiality guidelines to share information between SCS and WCFYMCA to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
- d. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing WCFYMCA with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
- e. Work with SCS teachers and aides to fill out assessment forms and surveys needed for the 21<sup>st</sup> Century evaluations.
- f. Aid WCFYMCA is prospecting and hiring Academic and Enrichment Counselors for the out-of-school time programs.

**3. The grantee agrees to the following:**

- a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
- b. Work with school staff to provide adequate space for services for partner's programming. This can be continually negotiated as needed for spacing and needs.
- c. Provide out-of-school time snacks through the Child and Adult Care Food Program and lunch and snack through the Summer Food Service Program.
- d. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
- e. Provide a parent sign-up table and WCFYMCA representative at each 21st CCLC program site's Open House.
- f. Provide Program Director to oversee Site Coordinators and to support their collaborative work with school administrators and SCS partner agencies. The Program Director will be responsible for coordinating all hiring, training and on-going professional development, as well as providing leadership for all Youth Development Professionals hired by WCFYMCA and employed in the Out-of-School Time Program, as described in the Program Director job description.
- g. Provide up to ten Youth Development Professionals (Academic and Enrichment Counselors) at each site for a minimum of 3 hours a day x 180 days to provide academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
- h. Provide one part-time Site Coordinator at each Out-of-School Time Program site (Bradie Shrum Elementary and Salem Middle School) for 5 hours per day, five days per week, for a minimum of 180 days. The Site Coordinator will be responsible for site paperwork, survey,

evaluation and attendance records, and leadership and supervision of all Youth Development Professionals hired by WCFYMCA and employed in the Out-of-School Time Program, as described in the Site Coordinator job description.

- i. Deliver services as an out-of-school time program from 6:30 AM to 7:30 PM and 3:00 PM to 6:00 PM at Bradie Shrum Elementary School and from 3:00 PM to 6:00 PM at Salem Middle School on designated days of program's operation during the school year. Deliver services from 7:00AM to 6:00PM on designated days of program's operation during summer break.
- j. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by WCFYMCA and project evaluators (local and State).
- k. Be responsible for general program coordination, including set-ups & cleanup and first aid.

#### TERMS

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#### AMENDMENTS

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#### AUTHORIZATION

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**Washington County Family YMCA**

Kristy Purlee  
Authorized Representative

CEO  
Representative Title

Kristy Purlee  
Representative Signature

**Salem Community Schools**

Brent Minton  
Authorized Representative

Director of Student Services  
Representative Title

Brent Minton  
Representative Signature



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FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

## PARTNERSHIP MEMORANDUM OF UNDERSTANDING

**Indiana Youth Institute (IYI) and Washington County Family YMCA (YMCA)**

This agreement is entered into on the 6<sup>th</sup> day of August 2020 by and between Indiana Youth Institute (partner) and the Washington County Family YMCA (YMCA) (grantee).

WHEREAS, the above-named parties have committed to a mutual accord pertaining to the implementation of the 21<sup>st</sup> Century Community Learning Centers Program Out-of-School time program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by YMCA from the Indiana Department of Education.

YMCA and IYI desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families.

The Parties agree upon the following:

1. Purpose
  - a. The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.
2. The partner agrees to the following:
  - a. Perform evaluation per the guidelines set by the 21<sup>st</sup> Century Community Learning Centers Program
  - b. Provide staff development in various area for Site Director, Site Coordinators, Academic Staff, and Enrichment Staff as needed at all 21<sup>st</sup> Century sites.
3. The grantee agrees to the following:
  - a. Provide partner with all necessary information including past documents and time and space for evaluations.
  - b. Work with partner to create staff development time throughout the year that work within the staff and IYI's scheduling.
  - c. Pay partner no more than 6% of total grant funds for their services.

### TERMS

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the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

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#### Washington County Family YMCA

Kristy Purlee  
Authorized Representative

CEO  
Representative Title

Kristy Purlee  
Representative Signature

#### Indiana Youth Institute

December LeTexier  
Authorized Representative

VP of Organizational Capacity  
Representative Title

December LeTexier  
Representative Signature



## PRELIMINARY STATEMENT OF WORK

August 10, 2020  
Washington County Family YMCA  
Attn: Chelsey Miller  
1709 N Shelby St.  
Salem, IN 47167

Sent via email: chelsey@wcfymca.org

### **RE: Evaluations and On Demand Trainings Quote for 21<sup>st</sup> CCLC Cohort 10**

Dear Chelsey Miller,

The Indiana Youth Institute ("IYI") Consulting Services, provides this Preliminary Statement of Work to Washington County Family YMCA ("Agency"). The Agency is seeking Consulting Services around Evaluations and On Demand Trainings ("Project"). Evaluations services are described in **Exhibit A**. Social Emotional 101 and 201 are described in **Exhibit B**, and Family Engagement is described in **Exhibit C**.

### **Who We Are and How We Serve**

Established in 1988, the Indiana Youth Institute (IYI) exists to improve the lives of all Indiana children by strengthening and connecting the people, organizations and communities that are focus on kids and youth. IYI is a statewide organization that serves children by supporting, education, and collaborating with more than 10,000 youth-serving practitioners and their organization each year. We focus our high-quality services in four divisions: professional education, organizational opportunities, college and career preparations, and date and impact solutions. IYI has conducted large scale, multi-year, and multi-site projects as well as smaller short-term projects throughout Indiana. On an annual basis, IYI's work includes multi-year or multi-site evaluations, as well as 100+ short-term consulting projects. IYI's consulting team partners work with these organizations to conduct projects that guide continuous improvement and build organizational capacity. We achieve our mission through statewide engagement and advocacy efforts in local communities while bringing together a statewide network of educators, community leaders, service providers and families including the Indiana Department of Education and the Family & Social Services Administration. The protocol developed by IYI will give consistent and clear reporting needed to make informed programmatic and administrative decision. The issues facing today's children are complex and multifaceted; by working across sectors and communities, IYI lays a foundation for child success. This project will involve the expertise of December LeTexier, M.Ed., Christina Arrom, J.D., and one or more of IYI's highly qualified evaluation consultants. References will be provided upon request.

IYI is excited about this important project and looks forward to working with you!

Sincerely,

*Christina Arrom*

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Christina Arrom, J.D.  
Client Success Manager

8/10/20

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Date



## Exhibit A: Preliminary Statement of Work: Evaluations

Project Name: 25595 \_ Washington County Family YMCA\_Evaluations  
August 10, 2020

### Period of Performance

The Services shall commence on July 1, 2021 and shall continue through July 31, 2025.

### Indiana Youth Institute Resources

NAME	ROLE
Kori Jones	Engagement
Christina Arrom	Client Success Manager
December LeTexier	IYI Sponsor/ VP of Organizational Capacity
To be decided	Consultant

### Scope of Work

This project will provide Washington County Family YMCA an advanced evaluation that meets the 21st CCLC Cohort 10 grant requirements. The project is for four years beginning on July 1, 2021 through July 31, 2025. This project will serve around 205 youth.

### Annual Scope (Years 1-4)

Milestone	Activities	Deliverable	Est. Time Frame
Kick-Off	<ol style="list-style-type: none"> <li>Kick-off Meeting</li> <li>Develop a complete timeline</li> </ol>	<ol style="list-style-type: none"> <li>Kick-Off Presentation</li> <li>Project Plan</li> </ol>	Month 1: July 2021-2025
Execute: Assess	<ol style="list-style-type: none"> <li>Assess organizational documents, data, and grant requirements</li> <li>Communication and participation with staff</li> <li>Develop planning tools and templates that may include logic model, evaluation plan, data collection matrix, surveys, focus groups, and/or interviews.</li> </ol>	<ol style="list-style-type: none"> <li>Planning tools and templates</li> <li>Meeting summaries with action items</li> </ol>	Months 2-4: Aug. -Oct. 2021-2024 & Months 8-9: Feb – Mar. 2022-2025

	4. Collect data and/or provide training to staff on collecting data.		
Execute: Create	1. Data analysis both quantitative and qualitative 2. Communication and participation with staff 3. Mid-year data summary 4. Executive Summary in compliance with the grant 5. Annual Evaluator Report in compliance with the grant	1. Mid-year data summary report 2. Executive Summary 3. Annual Evaluator Report	Months 5-7: Nov. – Jan 2021-2025 & Months 11-12: Jun-July 2021-2025
Wrap-up	1. Create action items and next steps for organization 2. Wrap-up meeting	1. Action items and next steps 2. Wrap-up Presentation	Month 12: July 2021-2025

### Impact Goals

1. Washington County Family YMCA will have an external IYI consultant conduct the evaluation; and
2. Washington County Family YMCA will have measurable qualitative and quantitative data showing the impact of the program.

### Fee and Time Schedule

This engagement will be conducted on final milestone basis and IYI will bill the Agency based upon the delivery of the above materials. Invoices are typically sent the month after the deliverables were submitted to the Client.

Project	Milestone	Price
<b>ESTIMATED TOTAL PROJECT</b>		<b>\$123,000</b>
<b>Year 1-4</b>	<b>Annual Amount Due</b>	<b>\$30,750</b>
	Kick-Off	\$787.50 billed at completion of milestone
	Execute: Assess	\$13,500 billed in two installments (A. First half; and B. Second half)
	Execute: Create	\$16,875 billed in two installments (A. First half; and B. Second half)
	Wrap-Up	\$787.50 billed at completion of milestone





**Project Assumptions**

1. The project is based on an estimated total of four-hundred and seventy-six hours of consultation.
2. This preliminary statement of work is an estimate of services and cost.
3. The cost of services will not exceed 6% of the total grant amount.

**Billing Information:**

Service Model: Evaluations

**Billing Contact**

Client: Washington County Family YMCA  
Point of Contact: Chelsey Miller  
Address: 1709 N Shelby St.  
Address: Salem, IN 47167  
Email: [chelsey@wcfymca.org](mailto:chelsey@wcfymca.org)

Initials: CM





## **Exhibit B: Preliminary Statement of Work: SEL Training**

Project Name: 25593 \_ Washington County Family YMCA\_On Demand Training

August 10, 2020

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### **Period of Performance**

The Services shall commence on July 1, 2021 and shall continue through December 31, 2021.

### **Indiana Youth Institute Resources**

NAME	ROLE
Kori Jones	Engagement
Christina Arrom	Client Success Manager
December LeTexier	IYI Sponsor/ VP of Organizational Capacity
To be determined	Consultant

### **Scope of Work**

This project includes a custom virtual training for Social Emotional Health 101 (2 hours) and Social Emotional Health 201 (2 hours) for professional development under their 21st CCLC Cohort 10 grant.

#### **Social & Emotional Health 101: From Stress to Trauma: Supporting the Social and Emotional Needs of Youth**

Children in families with high levels of stress are twice as likely as their peers to be disengaged in school and four times as likely to have behavioral or emotional problems. An increasing number of children are affected by past or current trauma that impacts their neurological functioning, influences their behavior and sometimes leads to mental health diagnosis. In order to support these children in a meaningful way, youth workers must have an understanding of the effect that stress, and trauma can have on the children they serve.

Join us to learn about how stress and trauma can impact a young person's social and emotional health and development. Attendees will gain insightful knowledge on how to provide trauma-informed support and environments to youth in school and community program settings. A key component will be how to build positive relationships and provide tiered levels of social and emotional supports that can help young people heal and thrive for long-term success.

#### **Social & Emotional Health 201: Emotionally Resilient Youth: Practical Strategies for Helping Kids Thrive**

In 2017, more than one-third of youth reported feeling nervous or anxious within the past month, according to the American Psychological Association's Stress in America

PRELIMINARY STATEMENT OF WORK FOR Washington County Family YMCA on August 10, 2020

Survey. They also shared that stress makes them skip meals and feel tired, depressed and overwhelmed. The data and research affirms what youth workers in our community see daily – many of our youth are struggling to cope. This is particularly true for under-resourced populations that may face more significant stressors such as trauma and the struggle to have basic needs met.

Join us for a training that will offer practical strategies youth workers can use to strengthen the emotional resilience of youth. This presentation will build upon the foundational concepts of cultivating grit and supporting social and emotional needs by providing concrete ideas and resources practitioners can use in their work immediately. Attendees will leave energized with actionable knowledge of how they can help youth not only survive but thrive with more emotional resilience.

Milestone	Activities	Deliverable	Est. Time Frame
Kick-Off	<ol style="list-style-type: none"> <li>1. Kick-off Meeting</li> <li>2. Review and discuss goals and expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Kick-off Presentation</li> </ol>	Month 1
Execute: Assess	<ol style="list-style-type: none"> <li>1. Review organizational documents</li> <li>2. Communication with Client</li> <li>3. Update research</li> <li>4. Update training and customize to Client's needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Outline of Training</li> </ol>	Month 1
Execute: Create	<ol style="list-style-type: none"> <li>1. Virtual training, up to 4 hours.</li> <li>2. Pre-training preparation</li> <li>3. Post-training follow-up</li> </ol>	<ol style="list-style-type: none"> <li>2. 4-hour Training on Social Emotional Health 101 (2 hours) and Social Emotional Health 201 (2 hours)</li> </ol>	Month 2
Wrap-up	<ol style="list-style-type: none"> <li>1. Wrap-up meeting</li> </ol>	<ol style="list-style-type: none"> <li>3. Wrap-up Presentation</li> </ol>	Month 2

### **Impact Goals**

1. Washington County Family YMCA will have key knowledge on how to support the social and emotional needs of youth.
2. Washington County Family YMCA will have tools on strengthening relationships and cultivating grit.

~see next page~





### **Fee and Time Schedule**

This engagement will be conducted on final milestone basis and IYI will bill the Agency based upon the delivery of the above materials.

Project	Milestone	Price
ESTIMATED TOTAL PROJECT		\$2,540
	Kick-Off	\$ 280 billed at completion of milestone
	Execute: Assess	\$ 1440 billed at completion of milestone
	Execute: Create	\$ 540 billed at completion of milestone
	Wrap-Up	\$ 280 billed at completion of milestone

### **Project Assumptions**

1. The project is based on an estimated twenty-six hours of consultation.
2. This preliminary statement of work is an estimate of services and cost.
3. All project expenses are included in the total project cost.

### **Billing Information:**

Service Model: On Demand Training

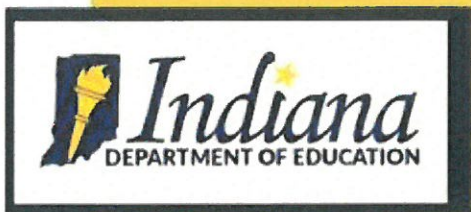
#### **Billing Contact**

Client: Washington County Family YMCA  
Point of Contact: Chelsey Miller  
Address: 1709 N Shelby St.  
Address: Salem, IN 47167  
Email: chelsey@wcfymca.org

Initials: CM







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**COMPLETED NON-PUBLIC CONSULTATION FORM(S)**

✓ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

<Applicant Name> met with <Non-Public School Name> on <Month/Date/Year> in consultation for participation in a 21<sup>st</sup> CCLC initiative in <City/County>

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

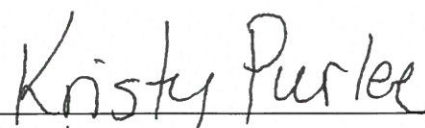
☐ No, we do not wish to participate

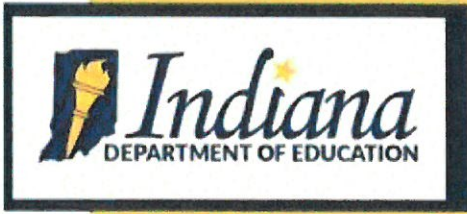
☐ Yes, we wish to participate and request further consultation

\_\_\_\_\_  
Non-Public School Representative

\_\_\_\_\_  
Signature

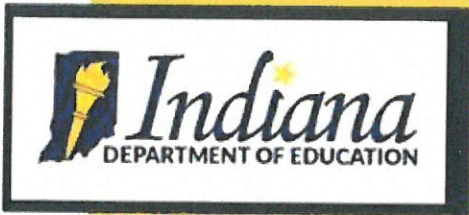
  
\_\_\_\_\_  
Applicant Representative

  
\_\_\_\_\_  
Signature



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## **PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)**

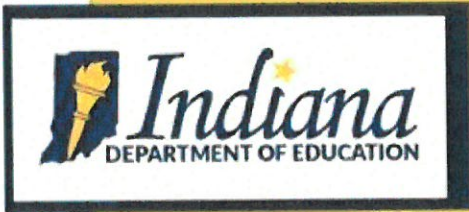
The Washington County Family YMCA is located in Salem, Indiana. Salem is a rural community, and the county seat that is home to just over 6,000 residents. The Washington County Family YMCA serves over 700 children ages 5 and above per year through our youth programs and out-of-school time care. The Salem Community School Corporation serves 1,200 students in grades K-8. Unlike neighboring counties, Washington County does not benefit from casino funding or have direct access to an interstate highway or an industrial park. We have been faced with factories closing, unemployment, weather disasters, shifting demographics, and one of lowest household incomes in the state. Our demographics reveal a rapidly increasing number of students facing issues connected to poverty and lack of exposure to higher education, with only approximately 14% of our households holding a bachelor's degree or higher. Our YMCA is an independent, one branch YMCA. We are not governed by a larger association like other Ys in our area, that are able to compile donations and resources from multiple demographic areas.

The YMCA was an implementation partner with Salem Schools as member of Cohort 5 of the 21<sup>st</sup> CCLC grant cycle. During that grant cycle, over 300 students were served with 60+ days of programming attendance. Several hundred more were served, but they did not meet the regular attendance benchmark. Some programs that were started during the grant cycle are still being run currently at both Salem Schools and the YMCA. Teachers/providers of these programs recognized the impact of these services and therefore continue to offer the programs through other revenue sources.

In partnership with Salem Schools, the Y has identified free/reduced lunch, and special education as target student groups for this grant by aiming to improve test scores, report cards, behavior reports, and family engagement. Washington County's median household income is the third lowest in the state, being \$11,191 lower than the state average in 2018. Along with facing poverty, many of our students are impacted by divorce, homelessness, and the opioid epidemic. Implementing or expanding before school, after school and out-of-school programs will be key in addressing our unified goals to better serve the needs of our students.

About 53% of Salem's students participate in the free/reduced lunch program. Approximately 8% of students have a parent that is incarcerated (or has been within the last year). Over 3% of Salem's students qualify as homeless and an additional 15% live with someone other than a biological parent. This grant will allow the disadvantaged students to gain opportunities and enrichments not easily afforded due to economic barriers. A majority of the





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proposed activities are designed around the principle of helping students academically and socially. School is often the one stable environment many students have. Many students find it difficult to concentrate and be on task at school when they are unsure of what will be happening when they return home. By offering before and after school programming, as well as summer programming, we aim to provide more stability for these students whose lives have so much uncertainty.

Academic tutoring and enrichment activities, including homework help and remediation will be provided each day for the grades being served. We will offer STEAM programming, develop partnerships with local manufacturers, and offer engaging physical activities. Providing academic enrichment and homework assistance along with opportunities for positive role models/mentors are important for our students. Programs that will be offered, include focus on health and well-being, diversity and inclusion of all, social emotional learning, and substance abuse prevention. Cultivating the physical and creative sides of our students will help them in being successful in academics.

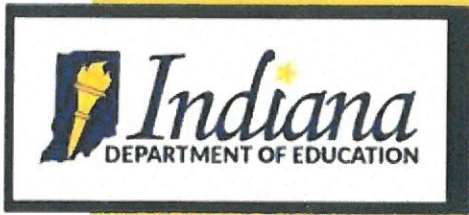
Project goals and programs follow the guidelines of the 21<sup>st</sup> CCLC legislation. Focus is placed on helping students in reading, math, overall academic performance, healthy choices, family engagement in school, and behavioral issues. These programs are aimed at student populations with the most need and also endeavor to reinforce ties between families and school. The programming connects the schools with several community partners besides just the YMCA; public library, local industry and businesses, LifeSpring Health Systems, Creating Avenues for Student Transformation (CAST), and Purdue Extension that are also vested in helping our students.

### **PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)**

Salem is a rural community, and the county seat that is home to just over 6,000 people. Salem Community Schools serves children in Kindergarten through 12<sup>th</sup> grades. Bradie Shrum Elementary also houses 3 classrooms for Preschool programming that is managed by the YMCA. Bradie Shrum Elementary and Salem Middle School both have over 50% of their students on free/reduced lunch. Salem Middle School received a grade of D from the Indiana DOE in 2017-2018 and 2018-19. In looking at federal ratings, SMS and BSE were "Approaching Expectations". BSE has prioritized remediation for students who are struggling with homework, literacy and math. While SMS focuses on literacy and math, but also on preparing students for graduation.

The Washington County Family YMCA is a small, independent Y that serves not only Washington County residents, but many other surrounding counties as





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well. We partner with multiple organizations across our county through collaborations, to offer programs and services to our youth and families. The Y collaborates with Salem Community Schools and West Washington School Corporation to provide preschool programming at their elementary schools. This collaboration has not only allowed us to offer quality full and half day, educational programming, but helps children become more comfortable with the school setting that they experience in Kindergarten. The YMCA collaborates with Salem Middle School to run an at-risk youth mentoring program, THRIVE during the school day. This program is key to the lives of the at-risk students we serve, however meeting only during their lunch time leaves limited time for interaction that is imperative to a successful relationship. The YMCA collaborates with CAST and the Salem Public Library, as well as Salem Schools to run the Child and Adult Care Food Program and Summer Food Service Program for anyone under the age of 18 after school and during intercession breaks. By collaborating with our schools and community partners, we reaching those in our community who need services and resources for their students and family.

Before and after school 21<sup>st</sup> CCLC programming will be tied to the student needs and school improvement plans created for the elementary school. We will focus on increasing student's grades in literacy and math, as well as increased scores on their assessments. STEAM is the focus for our programming. There is currently a STEM club for grades 3<sup>rd</sup> and 4<sup>th</sup>. We aim to provide hands-on STEAM projects, while also planning our enrichment activities around science experiments, exploring different arts and mediums, learning about technology and its many uses, and incorporating math into our everyday activities and learnings. Our character development activities also focus on the STEAM area as children are learning about communication when working with others and navigating relationships. Our elementary programming will also incorporate nutrition through the "CATCH" program and physical wellbeing activities, drug and violence and social emotional skills through "Too Good for Drugs and Violence" programming.

Salem Middle School will focus on STEAM through daily activities, as well as drug and violence prevention. Studies show that this is a critical time for students in the drug and alcohol experimentation stage. "Too Good for Drugs and Violence" is an evidence-based curriculum that focuses not only on drug and violence prevention but also social-emotional skills. Tutoring and standardized test preparation will be provided by academic counselors and CAST. CAST stands for Creating Avenues for Student Transformation, and is a non-profit who focuses on literacy remediation and life skill courses for middle school aged students. The YMCA and Purdue Extension will also offer nutrition education





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through CATCH and physical well-being programs. These enrichment activities and offerings will include youth geared fitness classes, nutrition and food preparation classes, and learning about stress management and mental wellness.

Our advisory board make up are members of our Y community, teachers, parents, community service organizations, and students from the middle school. The advisory board will plan regular meetings with 21<sup>st</sup> CCLC staff to help with program improvements, and strategic planning.

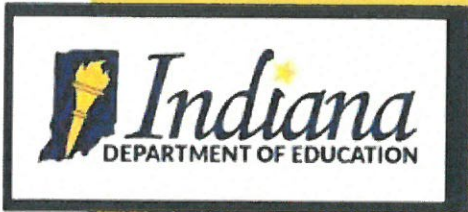
### **PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)**

The Washington County Family YMCA has never received 21<sup>st</sup> Century funds. We were a community partner with Salem Community Schools when they were award the 21<sup>st</sup> CCLC grant during Cohort 5. We have past experience with managing portions of the grant as we oversaw the afterschool programming in the elementary school for SCS. As a new grantee, we would be able to bring in more community partners and vast experience with implementing and managing grants. We currently run a fee-based program and have existing relationships with families and staff. We can support families through our Financial Assistance Program in many capacities. Salem Community Schools is identified as a Rural and Low Income eligible.

### **NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)**

Washington County is one of the largest counties in the state of Indiana by land size, however all cities and towns within it are small rural areas. Salem is the largest school district within the county, serving over 1,200 students in Kindergarten through 8<sup>th</sup> grades. The Washington County Family YMCA is an independent YMCA that is located in Salem. The Y works through collaborations to expand our service around the county and in our small towns and city. Our Y's facility has only 5 rooms, with 2 of them being available to host programs and activities. Our facility has no gymnasium and limited outside amenities available to our members and community. Collaborations with our schools and other community partners is key for us to be able to expand our current programs and to offer new programs. The YMCA receives donations from local businesses and individuals to fund our Financial Assistance Program. Financial Assistance is a sliding scale system which we use to make membership, programs, and services affordable for everyone. The Y never turns anyone away due to their inability to pay. We work with our donors to pay the necessary fees for them to participate. Since 2018,





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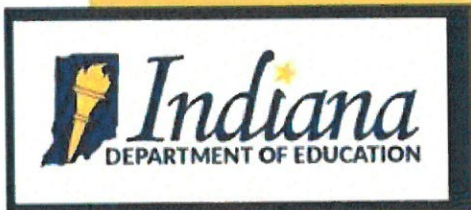
our YMCA has given over \$113,000 in Financial Assistance to families, students, and seniors in our community for programs like preschool, after school, summer break camp, soccer and martial arts, as well as memberships.

The Salem Schools demographics reveal a rapidly increasing number of students facing issues connected to poverty and lack of exposure to higher education with only approximately 14% of our households holding a bachelor's degree or higher. Washington County's median household income is the third lowest in the state. Along with facing poverty, many of our students are impacted by divorce, homelessness, and the opioid epidemic. Over 3% of Salem's students qualify as homeless and an additional 15% live with someone other than a biological parent. Since 2015 the amount of single parent homes in Washington County has risen 12%. More resources for affordable out-of-school time care is needed. This grant will allow the disadvantaged students to gain opportunities and enrichments not easily afforded due to economic barriers.

Prior to Cohort 5 of 21<sup>st</sup> CCLC, and since its conclusion, the YMCA has been running a paid after school program for students in Kindergarten through 6<sup>th</sup> grade. We use our Financial Assistance Program to help supplement fee cost for any family who cannot afford our paid program cost. We have had to make changes after Cohort 5 funding ended. By not offering a free program, enrollment/attendance numbers were difficult. With 21<sup>st</sup> CCLC funding, we will be able to expand our current program by offering it free to elementary and middle school aged students, offer more enrichment activities and school remediation in this program. We will run any day that Salem is in school from 3pm to 6pm daily.

The YMCA serves children during school breaks including summer. We will collaborate with Bradie Shrum Elementary to provide transportation to students taking summer school and remediation classes. We aim to expand their current 4-hour class structure and allow students to stay for enrichment activities until later in the afternoon. We will be able to offer this summer camp free of charge to students through 21<sup>st</sup> CCLC funds, provide food, transportation, enrichment activities, and a lot of outdoor fun during their summer school break. This will be an expansion of the current summer school program Bradie Shrum runs, as well as Summer Learning Loss Program the YMCA has run in past summers when funding was available. We will be able to expand our current summer camp programming to Summer School participants, instead of them only doing morning programs, allowing parents to work and not worry about care all day. This program will run Monday through Thursday during the summer break, for 6 weeks.





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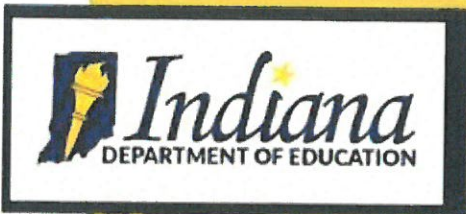
CAST currently serves 6<sup>th</sup>-8<sup>th</sup> grade students through tutoring and life skill lesson, two days per week after school. With 21<sup>st</sup> CCLC funds, we would be able to expand both the YMCA's after school program and CAST by offering our services Monday- Thursday when Salem Schools are in session, without any transportation barriers from programming. We will offer enrichment activities and STEAM programming to all students after school as available programs. We are also planning to offer other aspects of physical wellbeing, financial literacy, and nutrition in the Middle School programming, that is not currently being taught. This would be collaborations between the YMCA, CAST, Purdue Extension, other community partners.

Through the elementary After School Program and Summer Break Camp, we aim to serve 130 children. Currently there are about 90 Bradie Shrum students that must stay for the late bus and would be able to be a part of our program, as a large majority qualify as our target audience. In our middle school After School Program, we aim to serve 75 children. With sports and extra curriculums offered at the middle school, we know that hitting the regular attendance numbers could prove more difficult.

Our programs that are currently running and all enhancements to them are based on feedback from families, the YMCA, and Salem Schools. We hear from families in our current programs and those looking for programming about what they would like to see or need. Free programming is one of the first suggestions we always get, whether it's someone already taking part in our Financial Assistance Program or not. Free programming allows families to have to worry about one more bill or another payment that they have to figure out when their paycheck rolls in. Free programming also allows families and children that are not currently in other programming to be able to attend. Transportation is also another barrier to participation in after school programming. Washington County has no public transportation, thus most students rely on school transportation to and from school. Because transportation generally is not offered later in the evening or during school breaks, students stay home by themselves or with an older sibling, or go to a family member's home instead of participating in enrichment activities. By offering transportation home, more students will be able to participate in enrichment activities and get school remediation to help them improve their grades and test scores.

Looking at current partners of the YMCA and Salem Schools was important when viewing how we could broaden our programs. CAST has served 366 students over the last 6 years with tutoring help and life skills courses from staff and volunteers. CAST has also begun in the last 2 years





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focusing on educating school staff and community volunteers on dyslexia and to be reading specialists. CAST plans to include life skills classes in conjunction with their tutoring services. CAST's services are mainly run by volunteers, making it difficult at times to incorporate all aspects on their daily agenda. By adding academic and enrichment staff, as well as partnering with other organization for the middle school programs, CAST will be able to expand their services to more youth in the community. We sought needs and guidance from Salem Community Schools and families. The Y looked at our current school partner and wanted to view what else we could add to enhance our programming. We spoke with our community and school partners to discuss needs and assess what offerings we wanted to enhance our programs with, based on their known needs from their participants.

### **PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)**

The YMCA, being the grantee, will work with several community partners and the schools to collaborate. Bradie Shurm Elementary School will provide: facilities, equipment, transportation resources, and supplies through in-kind services. CAST will provide: staff, staff development, and volunteers in-kind. Purdue Extension will provide: in-kind support through programming in the areas of nutrition and food preparation.

The YMCA worked with Salem Community Schools to come up with an overall plan to expand after school and out of school time offerings. Discussion was had about other community partners that either one or both of us had worked with, and whose services would work within our enhancement plan. The YMCA partnered with Purdue Extension to provide enrichment programming to camp participants for the last few years. Purdue Extension will work to provide nutrition lessons and meal preparation to both elementary and middle school programs using the CATCH, evidence-based curriculum. Purdue Extension has many avenues in which they provide community support. They can provide staff that visit programs in the community to help aid in enrichments, making them a perfect partner for the YMCA's 21<sup>st</sup> CCLC programs. The YMCA has worked with CAST on past grants to provide Drug and Violence Prevention programming, as well as through fundraisers and student recruitment for their programs. With CAST specifically working with middle school aged students, this partnership allows us to use an organization that has already developed key methods and relationships, to continue moving forward and building upon what they have started.





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CAST recruits volunteers to help with tutoring and homework help. Not only do they look for volunteers who are relevant to working with youth, but they offer training on how to tutor assist with homework. The YMCA recruits volunteers that are passionate about building connections, to be mentors in the THRIVE program. Each volunteer is subject to an interview process, as well as training on Child Abuse Prevention and mentoring strategies before working with youth. All volunteers will be screened by YMCA staff and go through training in Child Abuse Prevention and the specific area in which they will be volunteering before they are allowed to be in programming.

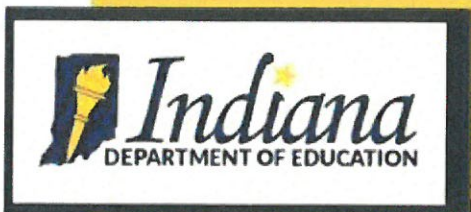
The YMCA is a sponsor for the Child and Adult Care Food Program and Summer Food Service Program. Using these programs, we will provide dinner each day during our after school programs and lunch and afternoon snack during our Summer Break Camp.

### **PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)**

The YMCA will work with Salem Community Schools to recruit families and students who qualify as disadvantaged at Bradie Shrum Elementary School and Salem Middle School. Using 21<sup>st</sup> CCLC basis of guidelines we will identify students that are in need for out-of-school time programming but have barriers that keep them from participating, as well as students in the free/reduced lunch realm and special education. The YMCA will also use their Financial Assistance Program and current sliding scale to aid families that may not qualify for the free programming throughout the year, but are still in need of out-of-school time care. Washington County is one of the 3 poorest counties in the state of Indiana. Families stretch what resources they have to the max and when they have to add in paying for out-of-school time care, a large majority of families have to look at cutting work hours or finding free resources. This results in children staying with family members and others they know that are not licensed or reputable childcare resources. Enrichment activities and healthy food options are not always available like they are at the Y.

Transportation is a huge factor in whether or not a child can participate in programming. 60% of Salem Schools students rely on school bus transportation to and from school. When transportation is not available, many families choose not to send their student to enrichment activities. By providing transportation at a later time of the day in after school programming and to and from summer programming, we are able to help families remove this barrier. By providing before school care, we are able to assist families that need assistance with going to work before the school building opens. Children will have a safe





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place to work on school work and interact with one another, besides having to rely on themselves or possibly an older sibling to make sure they get on the bus, if a guardian has already left for work. 15% of Salem School students live with someone other than a biological parent and 8% have a parent who has been incarcerated within the last year. These statistics are just some of the disadvantaged situations that our students are facing. Lack of a steady homelife contributes to a child's sense of worry and lack of concentration. However, consistent care such as school and consistent out-of-school time programming, helps with aiding these students in countering some of the disadvantaged situations they face.

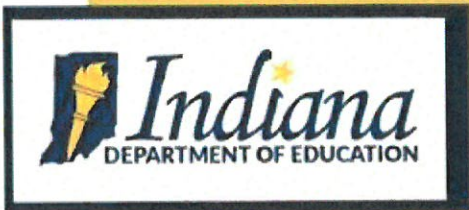
The YMCA and CAST programs will work with the student's teachers and guardians to help better the students academically and socially. We will provide monthly family interaction activities that will extend their learning from after and before school programming. At times this may be something that is geared towards happenings within our community that they could be involved with, or it may be an extension of our enrichment activities like preparing a meal as a family, or providing the resource to complete a STEAM activity. Monthly newsletters will help keep families engaged with what is happening in all of our programs and what is available to their students within the 21<sup>st</sup> CCLC Program.

The YMCA serves as a sponsor for the Child and Adult Care Food Program as an At-Risk After School site, serving 3 sites in Salem during the 2019-2020 school year. We are also a Summer Food Service Program sponsor, serving as an open-site to anyone in our community. We have sponsored both our own summer camp sites, Salem's Summer School, and CAST's summer programs over the last 10 years. Both of these food programs are reimbursement programs through the US Department of Agriculture. The reimbursement not only pays for the meals that we vend from St. Vincent Hospital Salem, but help with paying for staff to supervise meals and manage the paperwork. The YMCA absorbs any excess costs that need to be spent for these programs to run, as they are great asset to our children and families in our community. We have adapted our programs to the COVID-19 pandemic, providing grab-and-go meals during the Summer of 2020 and plan to continue that for the 2020-2021 school year. The YMCA will take care of training all staff on the processes and guidelines for these programs to keep them effective and in play for all students.

- o **Bradie Shrum Elementary Before School Program:** Monday-Friday, 6:30a-7:30a.

6:30a-homework help, STEAM activities and enrichments

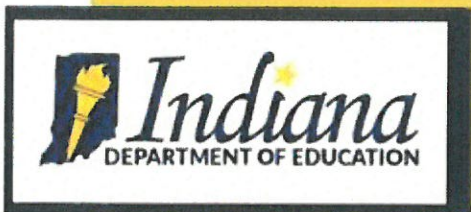




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- 7:30a-released to the school for breakfast or to head to class
- **Bradie Shrum Elementary After School Program:** Monday-Friday, 3:00p-6:00p
    - 3:00p-Super Snack (dinner) served. Remediation services available with Academic Counselors for targeted students. Homework Help available to all students in programming.
    - 3:45p-Nutrition enrichment with Purdue Extension, STEAM enrichment activities, Open school library hours, Homework Help continues.
    - 4:30p- Fitness Class with YMCA Fitness Instructor (2 days per week), Open gymnasium time/outdoor physical fitness time. STEAM activities with Enrichment Counselors, Drug and Violence Prevention programming available.
    - 5:00p-STEAM and physical well-being enrichments continue, Physical Well-being activities with Enrichment Staff, Additional Homework Help time.
    - 5:30p-Bus transportation to home available.
  - **Salem Middle School After School Program:** Monday- Thursday, 3:00p-6:00p
    - 3:00p-Super Snack (dinner) served. Remediation services available with Academic Counselors and volunteers for targeted students. Homework Help available for all participants. Extended school library hours available. THRIVE Mentors & Mentees available to meet.
    - 3:45p- Life skill classes available with Purdue Extension, community businesses and partners. Will run different courses throughout the year, will include STEAM related learning as well as Financial Literacy. Fitness classes available with YMCA Instructor.
    - 4:30p- Open gymnasium time available. Drug and Violence Prevention Programming.
    - 5:30p-Bus transportation to home available.
  - **Summer Break Day Camp:** Monday-Thursday, 7a-6p
    - 7:00a-9:00a-Enrichment activities and open gymnasium time available.
    - 9:00a-11:30a -Bus transportation arrives. Students attend remediation classes focused on literacy and math with Certified teacher.
    - 11:30a-12:30p- Lunch served through SFSP
    - 12:30p-1:00p- Enrichment STEAM activities available.





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1:00p-3:00p- Fitness class, nutrition education with Purdue Extension, Swimming with YMCA Lifeguards, Literacy enrichment with Summer Reading Program, Enrichment learnings with community businesses  
3:00p- Transition for Snack  
3:30p-4:00p-Afternoon Snack through SFSP  
4:00p-Bus transportation leaves.  
4:00-6:00p- Enrichment activities and physical/outdoor activities

We will align our enrichment and educational activities with the Indiana Afterschool Standards through the results of IN-QPSA and continually evaluating our programs for improvements and better understanding. Working with the student's teachers and counselors will allow us to stay in line with Indiana Academic Standards. We also aim to hire Academic Counselors who are familiar with the school structure and the Indiana Academic Standards. Working with each student's teacher and family that is in remediation services helps us to have a streamlined academic plan. All STEAM activities will cross over between the Afterschool and Academic standards in the way we present them and what the students are learning. Students will be invited to explore and experiment within the activities to foster their curiosity and imagination. Our drug and violence prevention curriculum follows the academic standards as an evidence-based curriculum that also can be taught during the school day in the classroom. Purdue Extension's nutrition education falls within the health and safety guidelines of teaching and learning, and is an evidence-based curriculum. During all of our activities our staff and volunteers will help foster positive relationships between themselves and students as well as students navigating positive relationships between one another.

Staffing recruitment will be a top priority to help make this program successful on all fronts. By the YMCA taking on the care after the school day at BSE and SMS, there will be staff members that currently stay for the late bus that could be hired for our after school programs. This could also hold true to finding someone within the school that would like to run the before school program for the elementary school. It would be an easy transition into their school day from the before school care.

For all of our programs, we aim to hire staff with experience working with students and being in the academic atmosphere, such as substitute teachers, teachers aids or those who might have an education background for our academic counselor. Our program site coordinator at each location will be someone who not only has experience working with students in the relative





## 21<sup>ST</sup> CCLC

age they will be overseeing, but also have experience working with staff. This position will be charged with creating and running activities at their respective site, overseeing daily attendance, and overseeing the academic and enrichment counselors. Enrichment Counselors will be tasked with implementing activities, and check-in and out for students throughout the day. We have current YMCA staff in our Youth Development Department, that have experience with supervision and enrichment activities. We will hire on more staff of varying backgrounds and ages.

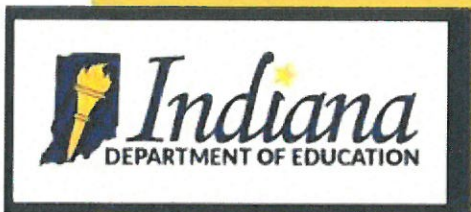
The Program Director will have a background in youth programming, preferably before and after school and day camps. This allows them to already have a good footing into the basis of our programming, while being able to learn the exacts. The Program Director will be hired by the YMCA's Youth First Director and Chief Executive Officer. All Site Coordinators, Academic Counselors, and Enrichment Counselors will be interviewed and hired by the Youth First Director and 21<sup>st</sup> CCLC Program Director.

By hiring from people within our community and school corporations, we are not only able to help them build upon relationships they already have in place, but we are also able to be representative of the diversity of our community. We will hire staff of varying genders, ages, backgrounds, and cultures. Livable wages are something that is important to be able to offer to staff of all levels within our YMCA. As a non-profit, it is important for staff to know and believe in our mission, but without proper compensation or training, we will not be able to retain employees no matter the commitment. The YMCA will continually improve upon current offerings, so yearly self and supervisor evaluations are done. These yearly evaluations not only give the employee and supervisor time to review what the employee has accomplished over the last year, but also time to set goals for the upcoming year.

### **Staff Pay Rates:**

Program Director: \$16.87/hour  
Program Site Coordinators: \$15.48/hour  
Academic Counselor: \$20.25/hour  
Enrichment Counselors: \$11.91/hour  
Lifeguards: \$13.00/hour  
Fitness Instructors: \$13.00/hour  
Financial Manager: \$14.00/hour  
Youth First Director: \$18.27/hour





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### **EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)**

The Washington County Family YMCA has been Salem Community Schools after school provider for 10 years. We have gone through many transitions since having been a partner during Cohort 5's After School program for Salem Community Schools. The YMCA is a staple in our community as we are here for all. Through donations from individuals and businesses, we are able to make YMCA memberships and programs available to everyone in our community. We are an organization that puts Christian principles into practice through programs that build healthy spirit, mind and body for all. Regardless of the financial ability to pay, we make sure that if a family is in need of after school care, preschool classes, or sports programming, that they are able to participate. We know that what we provide may be something menial in one family's dynamic, but extremely important to the success of another family's dynamic.

While the YMCA has helped with running a 21<sup>st</sup> CCLC After School Program in the past, we were only a community partner not the awarded grantee, thus not having the evaluations and past plans. Looking forward to recruitment of students, we will work with the school's administration and teachers to identify children and families who need our programs. This strategy has proven successful in the past for both school and YMCA programming that was academic based. By being able to explain to parents what our goal is and how we are able to help their student and the family through our programs, we will gain regular attendance numbers. By offering diverse enrichment activities, and providing the necessary academic remediation and homework help, we will have students who attend regularly as they want to be a part of the program. We hope that successful regular attendance in before and after school will lead also have these same students, attend our summer school and academic enrichment summer camps.

Consistent communication between the programming staff and the schools and teachers will be extremely important to the success of the students receiving proper academic support. Looking at our summer program, being able to show improvements in student's literacy and math scores from the end of the school year to the beginning of the school year will help show continued support. This allows us to use past programs as successes is marketing, but also helping students build upon relationships they have built with their teachers and school aids, as they will be active in the program.





## **PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)**

The YMCA will be using The Mendez Foundation's "Too Good for Drugs and Violence" curriculum that is available students in 1<sup>st</sup> through 12<sup>th</sup> grades, and in an after school curriculum. "Too Good" develops a framework of social and emotional skills through the development of goal-setting, decision-making, emotion management, and effective communication skills in addition to peer-pressure refusal, pro-social bonding, and conflict resolution skills. This evidence-based program features a pre and post test which all participants complete. Then, through interactive lessons, students learn about drug and violence prevention, social skills, emotional regulation skills, and more. We have run this curriculum in our After School program over the last few years, as well as in the different grades of the school when grant funding was available. Purdue Extension uses the CATCH curriculum to implement their nutrition education programs and will be using it with the elementary and middle school in summer and after school. CATCH lessons basis around 3 main components: 1) educational lessons related to nutrition, physical activity, and screen time reduction, 2) hands on snack preparation, and 3) structured physical activities.

### **Bradie Shrum Before and After School:**

<b>Program Goals</b>	<b>Program Objectives</b>	<b>Program Activities</b>	<b>Performance Measures</b>	<b>Assessment Strategies</b>
Improve Academic Achievement	1.1,1.2 Increased reading and math proficiencies 1.3 Increased IREAD scores 1.4,1.5 Increased educational proficiency	1a. Tutoring 1b. Homework assistance 1c. Remediation and enrichment activities	1.1 70% of regular program participants get a C or above in math 1.2 70% of regular program participants get a C or above in ELA 1.3 90% of 3 <sup>rd</sup> grade regular program participants pass IREAD 1.4 50% of students identified special education will show grade level growth each school year	1.1,1.2 Report cards, school records 1.3 IREAD scores 1.4,1.5 IREAD, IREADY, PIVOT, ILEARN, report cards, Study Island, ExactPath



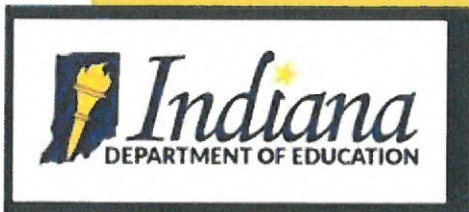
			1.5 70% of regular program participants will demonstrate grade level proficiency by end of school year	
Improve Social and Behavioral Outcomes	1.1 Increased participation in physical activity 1.2 Students able to work well in group settings 1.3 Improved in-class behavior	1.1a Knowledge of benefits of physical activity 1.1b Fitness classes and games 1.2a "Too Good..." curriculum lessons 1.2b teambuilding games and activities 1.3a "Too Good..." curriculum lessons 1.3b Behavior management techniques and activities	1.1 50% of students will increase the amount of physical activity they will participate in weekly by 25%. 1.2 30% of regular program participants will work better in group settings 1.3 25% of program participants will have better in-class behavior	1.1 Student s and Parent surveys 1.2 Teacher and Student surveys 1.3 Teacher surveys
Increase Family Engagement	1.1 parent/guardian will help student with projects, homework, or other schoolwork. 1.2 parent/guardian will check homework before it is turned in.	1a Provide information on the importance of family interaction in school work 1b Family monthly newsletter with updates and reminders	1.1 25% of regular program participants will report increase of parent/guardian helping with homework/projects 1.2 25% of families will report checking homework for	1 Parent and student surveys

			students turn in to class	
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## Salem Middle School After School:

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Academic Achievement	1.1 1.2, Increased math and reading proficiency 1.3 Increased ILEARN scores 1.4 Increased educational proficiency	1a Tutoring service 1b Homework assistance 1c Remediation and enrichment activities	1.1 70% of students receive a C or above in Math 1.2 70% of students receive a C or above in ELA 1.3 70% of regular program participants show growth on the ILEARN from each year 1.4 70% of students show grade level proficiency by end of school year.	1.1,1.2 Report Cards and School Records 1.3 ILEARN scores 1.4 ILEARN PIVOT, Report Cards, School Records
Improve Social and Behavioral Outcomes	1.1 Increased choices of healthy foods during meal and snack times 1.2 Decreased discipline referrals	1.1a Nutrition education activities 1.1b Meal preparation enrichments 1.2a "Too Good..." curriculum lessons 1.2b Behavior management activities and techniques	1.1 40% of regular program participants will know how to make healthier choices when choosing snacks and meals 1.2 SMS will see a 10% decrease in discipline referrals from teachers	1.1 Student surveys 1.2 School records
Family Engagement	1.1 Parent/care giver attends parent/teach	1a Information and reminders via monthly	1.1 30% of families will partake in parent/teacher conferences	1 School records and parent surveys





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	er conference 1.2 Parent/care giver checks student's homework before it is turned in.	family newsletter	1.2 20% of regularly attending students will have homework checked	
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## **PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)**

The YMCA will be in constant communication with school leadership through emails, in-person meetings, and phone calls as necessary. With programs being held at the school, we will be able see and interact with the school leadership such as principals, and vice principals regularly. We will attend monthly school board meetings and plan meetings with the superintendent as necessary. We will also have a representative from each school on our advisory panel. While these individuals could be teachers, we will strive for a leadership position to also be on the advisory board.

School staff will submit applicable student's grades and academic information to the YMCA Program Director at the end of each grading period. This will allow us to monitor our objectives throughout the school year. We will also encourage teachers to keep in contact with us about concerns or changes with students, in that we can help with focused learning after school. Our summer break camp will be focused on math and literacy remediation in the morning by certified teachers. Past teachers will recommend the students for these classes, and being able to give end of the summer reports to new teachers. This will extend each child's learning during the school year and out-of-school time programming together.

Local businesses that 21<sup>st</sup> CCLC will work with to provide programming at the elementary and middle school level will travel directly to the programming site. We will encourage them to bring information regarding their business and services so that students and families can utilize them if they would like. Program schedules will be organized by the community stakeholder, the Program Director and Program Site Coordinator. Purdue Extension and CAST will be available to showcase and promote their services at their respective program sites.





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We will provide a monthly family newsletter from the 21<sup>st</sup> CCLC staff that will let families know about what is happening in our programs. This will include highlights over the last month, information about upcoming programs, and family activities and suggestions. Our staff will also be in communication with families that pick-up through face-to-face interaction. We want all families, whether we are able to see them face-to-face or not, will feel as though they are a part of our program and valued.

We will incorporate the 21<sup>st</sup> Century Community Learning Center name into each individual programs name. We will use the 21<sup>st</sup> CCLC logo on all of our marketing materials such as flyers, registration forms, and monthly newsletters.

## **PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)**

Professional Development for staff of all levels aims to not only include areas of program improvements, but also areas of professional growth. The professional development opportunities for all staff will be based upon individual strengths and weaknesses, as well as program needs. All staff will receive training in the areas of health and safety, STEAM, child abuse prevention, diversity and inclusion, leadership, and curriculum. Program Directors and Site Coordinators will also receive training in staff development and management. With a mixture of online resources and in-person trainings, we are able to work training into everyone's schedule more easily. Every year staff members will do a self-evaluation, along with a supervisor doing an evaluation to help set goals. These goals are both professionally based, and program based. Individual and program goals, based off of staff evaluation and professional evaluations done by IYI, will help us to develop our yearly professional development plan.

We want to focus our first year around the program goals, and basic professional development. This allows supervisors to get a grip on what is each staff member's baseline in certain areas, and look for strengths and weaknesses. If professional development is needed throughout the year that is unplanned, 21<sup>st</sup> CCLC will cater to the immediate needs of the program and staff. We will offer a diverse background in professional development opportunities. These will help reach our academic outcomes through learning about curriculum and gaining new ideas and activities, social and behavioral outcomes through behavior management and redirection, and family engagement through new ideas and learning about diverse family structures.





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Leadership training in the areas of the YMCA and communication is key to a thriving program. With staff being able to use inclusion and leadership tools from the YMCA and using key communication factors, we will be able strengthen relationships, help our students to work together, and build better program environments.



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## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

Program Name	Washington County Family YMCA
Program Director	N/A

### Professional Development Planning Process Reflection

The bullet points below are meant to help you plan your annual professional development plan. Please use them as a guide as you plan the training you will offer of the program year—including any conferences, external training, or training offered 'in-house'.

- IN-QPSA
  - Based on the results of your most recently completed IN-QPSA, what standards have you identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to improve the quality of your program/s?
- Local Evaluation Report
  - Based on your most recent local evaluation report, what areas of improvement were identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to address these concerns?
- Monitoring Visit
  - Based on the results of your most recent IDOE monitoring visit, what areas of improvement were identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to address these concerns?
- Staff Feedback
  - What input have you received from staff (program director, site coordinators, direct service staff) that might help to inform your professional development plan? How will you integrate that feedback into the components of the plan?
- Collaborative Opportunities with Stakeholders
  - What professional development opportunities are being offered by other entities in your area that you could collaborate with? Consider school districts, non-profits, and community service organizations that may provide similar services. How can these opportunities be included in the plan to drive program quality over the course of the year?





## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

Program Name	Washington County Family YMCA
Program Director	N/A
Dates of Implementation	July 1, 2021—June 30, 2022

If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. **Do not include IDOE 21<sup>st</sup> CCLC required trainings.**

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Kids Count Conference	Indiana Youth Institute	Improve implementation strategies and enrichment activities	Improve offerings and environment of programs	Program Director-1 Site Coordinator-2	10	\$700	100% 21 <sup>st</sup> CCLC	November 2021	Professionalism
YMCA Leadership Certification	Y-USA/YMCA	Building strong leaders within the Y's movement and understanding the importance in their role	Create strong leaders no matter their role that can tackle anything that comes at them	Program Director-1 Site Coordinator-2 Front Line Staff-20	7	\$36.54	100% 21 <sup>st</sup> Century	August 2021	
Child Abuse Prevention	West Bend Insurance	Staff to know and be able to recognize the signs of abuse/neglect	Better the health and safety of the children	Program Director-1 Site Coordinator-2 Front Line Staff-20	2	\$0	100% YMCA funds	July 2021	



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

STEM Connection Webinars	Click2Science Web Lessons	Connect staff with ways to help youth engage in learning	Increase interaction and engagement by students	Site Coordinator-2 Front Line Staff-8	2	\$100	100% 21 <sup>st</sup> Century	August 2021/January 2022	Developmental Practice Areas, Relationship and Communication
CPR/First Aid	ASHI Certified Instructor	Learn basic first aid and CPR skills	Keep staff and students safe and cared for.	Program Director-1 Site Coordinator-2 Front Line Staff-20	4	\$920	100% YMCA Operational budget	July or August 2021	
Professional Development	Better Kid Care-online	Staff growth in areas of communication, curriculum, administration and organizations	Help staff better manage and run programs	Program Director-1 Site Coordinator-2 Front Line Staff-20	2	\$230	100% 21 <sup>st</sup> Century	November 2021/March 2022	Professionalism Cultural and Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods
Program Development	Bostnet	Staff to gain knowledge and grow in areas of STEM, Promoting	Helping staff build upon program knowledge and skills	Program Director-1 Site Coordinator-2	2	\$1150	100% 21 <sup>st</sup> CCLC	July 2021/J	Professionalism

## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

		Positive Behaviors and more	Front Line Staff-20				January 2022	Cultural and Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods
Diversity & Inclusion Training	Y-USA	Staff to versed in and open to looking at diverse family and individual situations	Program Director-1 Site Coordinator-2 Front Line Staff-20	1	\$2300	100% 21 <sup>st</sup> CCLC	July 2021	Cultural and Human Diversity Relationship and Communication
Social & Emotional Health	Indiana Youth Institute	Supporting the Social and Emotional Needs of Youth & Practical Strategies for Helping Kids Thrive	Program Director -1 Site Coordinator -2 Front Line Staff -20	2	\$2540	100% 21 <sup>st</sup> CCLC	December 2021	Relationship and Communication
Literacy Training	CAST	Reading Specialist Training	Program Director -1 Site Coordinator -2	1	\$0		August 2021	



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

			areas of literacy and ELA	Front Line Staff – 20						
Staff Leadership	National After School Association	Give leadership staff training to develop their skills and programs	Help leadership staff have the skills and resources to lead and develop programs	Program Director - 1 Site Coordinator - 2	unlimited	\$297	100% 21 <sup>st</sup> CCLC	Throughout the year, possibly monthly	Professionalism, Relationship and Communication	
I Hear You: CARE Model	Y-USA	Using CARE model interactions with other daily	Allow staff to be more receptive to difficult or unusual situations.	Program Director - 1 Site Coordinator - 2 Front Line Staff – 20	.5	\$460	100% 21 <sup>st</sup> CCLC	August 2021	Professionalism, Relationship and Communication	
Introduction to Listen First	Y-USA	Give staff resources to improve their interactions and dealing with participants, families and staff	Build strong relationships through meaningful conversations and interactions	Program Director - 1 Site Coordinator - 2 Front Line Staff – 20	12	\$1380	100% 21 <sup>st</sup> CCLC	Whenever a close training is available		
Child and Adult Care Food Program/ Summer Food Service	YMCA	Training staff on rules, paperwork, and trainings needed for CACFP and SFSP	Provide food services to program participants and community	Program Director - 1 Site Coordinator - 2 Front Line Staff – 20	2	\$0		August 2021		

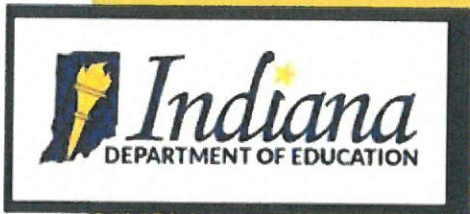


## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

### Professional Development Plan Cost:

Total Estimated Cost	\$10,073.54	% of Total Budget	.0196%
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## **EVALUATION (10 POINTS, 5 PAGES MAXIMUM)**

The Washington County Family YMCA will partner with The Indiana Youth Institute (IYI) to conduct our program evaluations. IYI's Consulting Services, a professional evaluation research division of the Indiana Youth Institute, has become a resource for many youth-serving organizations when conducting evaluations. IYI Consulting Services has conducted large scale, multi-year and multi-site evaluations throughout Indiana, including the Department of Mental Health and Addiction, multiple 21st CCLC Center evaluations, the statewide 21st CCLC evaluation, projects with multiple school districts (including IPS), and projects throughout the state.

The YMCA and IYI's evaluation plan for all programs, include:

- Conduct surveys or focus groups with parents, youth, staff, and stakeholders
- Using Indiana Quality Program Self-Assessment (IN-QPSA) and assist in the IN-QPSA process
- Answer questions regarding academic data collection from schools
- Collaborate with programs to create site-based performance measures.
- Conduct fall and spring site visits
- Assist with the teacher surveys
- Provide technical assistance for data entry
- Complete an extensive evaluation report and Executive Summary that includes data analysis and recommendations for improvements
- Review the evaluation report with center administration in preparation for program planning.

Site Coordinators and the Program Director will gather weekly attendance records, 9-week school reports, semester and yearly school assessment reports, and surveys by parents, teachers, and students. Ongoing collection throughout the year, allows us to check for accurate records and adjust curriculum accordingly. Data will be collected through attendance records taken and managed by site coordinators, 9-weeks report cards that are distributed by classroom teachers, assessment reports that are formed off of assessment data from the state of Indiana, and surveys that are distributed and collected by 21<sup>st</sup> CCLC site staff. We will work with Salem Schools to receive any and all school-based data needed on our regularly attending students. Evaluation data will be one of the main driving forces behind





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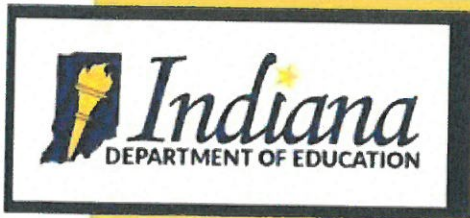
program implementation from year to year. Surveys based on what the students are gaining from our programs, and evaluation data will help staff determine in which direction we go with professional development, enrichment activities offered, and tutoring and homework help strategies.

The 21st CCLC evaluation project will involve the skills and expertise of December LeTexier, Christina Arrom and an expert IYI evaluator to assure that the project meets the needs of Washington County Family YMCA within agreed upon timelines. Christina Arrom, J.D. is the IYI Client Success Manager and provides project supervision for all consulting services provided by IYI. With more than 10 years of experience in leading non-profits organizations, Ms. Arrom brings her expertise in program design, implementation, and evaluation to each project. The IYI evaluator is to be determined, yet will consist of an IYI evaluation expert with 21st CCLC evaluation experience, program development and management experience. Please see Preliminary Scope of work and Exhibit B for timeline of evaluation process and official MOU.

### **SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)**

All programs, before and after school and summer break, will take place on the Salem Community Schools campus. Transportation via school corporation busses and drivers, will be available to all students, if a guardian is not able to pick up or drop off. During the school year, before school care will be available for families that are needing earlier care for their child than what the school can currently provide in their daily schedule. Currently there are students who are dropped off at the school when there is not care provided. This before school offering will be not only offer a safe space for these students, but they will also receive homework and enrichment services. After school care is available immediately after the school day ends, until 6pm. If a student is needing transportation home via a school corporation bus, they will still be able to partake in tutoring and homework help, healthy eating, and enrichment activities, before the school bus departs for regional drop-offs. For students who will be picked up by a guardian, care is available until 6pm to help accommodate with longer commutes or later work schedules. During the summer, bus transportation will be available to and from Summer Break Day Camp to help accommodate those who do not have their own transportation to the site. Summer care hours are a wide range, 7AM to 6PM, to help accommodate those that picked up and dropped off with longer commutes or late schedules.





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Safety is one of the most important aspects of care to the YMCA as an organization that focuses on youth development. Safety on-site takes on a wide range of areas, from staff being trained in Child Abuse Prevention to specific sign-out procedures. Staff training on safety includes: Child Abuse prevention, First Aid/CPR, proper headcounts and awareness of students, proper sign-in and out procedures, proper active shooter, and disaster preparedness procedures and more. Students will be signed in and out by 21<sup>st</sup> CCLC staff, and will only be released to authorized pick-ups or put on the bus if authorized. Staff will check pick-up's identification to ensure child's safety, and will not allow for a child's release if not to a proper guardian. We will also work with families and kitchen staff to ensure safety of our children through food we serve for meals and snack. We will make staff aware of food intolerances and allergies, and will work with our vendor to have safe foods for all students on site.

Detailed job descriptions and thorough interview and background check process will ensure that all necessary requirements are met for potential hires of the 21<sup>st</sup> CCLC program. If a potential hire is working towards a necessary certification or license, we will work with them to help achieve that status as long as the rest of the requirements are met. Staff that is youth focused, helpful, and engaging, is key to having a successful program. All staff will be hired on by members of the YMCA's leadership team that is versed in the needs and requirements of the programs. Background checks and Child Protective Service checks are done on all hires of the YMCA. Employee and volunteer files and records are kept at the YMCA in a confidential, locked cabinet. These files are only made available to the CEO and Administrative Manager to file away, no other staff is permitted to these files unless they are a supervisor of that staff member.



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## 21st CCLC Budget Summary

<b>Federal Agency:</b> U.S. Department of Education	<b>Pass-Through Entity:</b> Indiana Department of Education
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CFDA: 84.287	Federal Award I.D.#:	Fiscal Year of Award:	Cohort #:	Cohort Year:
	S287C200014	2020	10	1

Applicant Name	xxx
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Applicant Federal ID Number	xxx
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[illegible]

<u>Code Descriptions</u>	<u>Cheat Sheet</u>	110	211-290	311-319	440	510-593	611-689	710-748	
Account Number	Expenditure Account	Salary	Benefits	Professional Services	Rentals	Other Purchased Services	General Supplies	Property	Line Totals
		Certified & Non Certified	Certified						
11000	Instruction	\$ 174,478.77	\$ 23,763.70	\$ -	\$ -	\$ -	\$ 80,340.00	\$ -	\$ 278,582.47
21000	Support Services - Student	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22100	Improvement of Instruction (professional development)	\$ 6,604.75	\$ -	\$ 40,643.54	\$ -	\$ 319.40	\$ -	\$ -	\$ 47,567.69
22900	Other Support Services-Admin	\$ 14,120.00	\$ -	\$ -	\$ -	\$ -	\$ 500.00	\$ -	\$ 14,620.00
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ 14,698.56	\$ 2,352.38	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,050.94
33000	Community Service Operations (parent engagement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,500.00	\$ -	\$ 20,500.00
<b>Column Totals</b> \$ 209,902.08         \$ 26,116.08         \$ 40,643.54         \$ -         \$ 319.40         \$ 101,340.00         \$ 378,321.09									

LEA Indirect Cost Rate		
<u>list</u>		
		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:
		\$ -
		Total after deducting Property:
		\$ -
		Total Available for Indirect Costs:
		\$ 378,321.09
		Amount of Indirect Cost to be used:
		\$ -
		Grand Total After Indirect Cost:
		\$ 378,321.09





## 21st CCLC Budget Details

**Directions:**  
 (staffing, supplies, PD, contracts, etc.) In the first column  
 budget category in the second column  
 1. Enter the expense  
 2. Choose the corresponding  
 3. Enter the cost in the third column

Expense (description of expenses should be entered on the charts below)	Budget Category	Activity Total Cost
<b>Ex: iPads (x10)</b>	<b>Instruction: General Supplies</b>	<b>\$2,000.75</b>
BSE Enrichment Counselors for Before School	Instruction: Salary (Cert./Non Cert.)	\$ 2,143.83
BSE Academic Counselor for After School	Instruction: Salary (Cert./Non Cert.)	\$ 10,933.53
BSE Enrichment Counselors for After School	Instruction: Salary (Cert./Non Cert.)	\$ 45,020.40
BSE Site Coordinator for Before and After School	Instruction: Salary (Cert./Non Cert.)	\$ 13,934.89
BSE Summer Day Camp Site Coordinator	Instruction: Salary (Cert./Non Cert.)	\$ 3,344.37
BSE Summer Day Camp Enrichment Counselors	Instruction: Salary (Cert./Non Cert.)	\$ 8,575.32
SMS After School Site Coordinator	Instruction: Salary (Cert./Non Cert.)	\$ 11,147.91
SMS Enrichment Counselors	Instruction: Salary (Cert./Non Cert.)	\$ 25,725.95
Retirement Benefits Salary Staff	Instruction: Benefits (Cert./Non Cert.)	\$ 10,816.72
IVI Evaluation @ 6% of grant	Improvement of Instruction: Professional Services	\$ 30,750.00
Program Director for 21st Century Program	Instruction: Salary (Cert./Non Cert.)	\$ 35,086.08
Bus Drivers ASP PM only	Transportation: Salary (Cert./Non Cert.)	\$ 10,800.00
Bus Drivers Summer AM/PM	Transportation: Salary (Cert./Non Cert.)	\$ 3,898.56
FICA for Salary Staff	Instruction: Benefits (Cert./Non Cert.)	\$ 12,946.98
FICA Transportation	Transportation: Benefits (Cert./Non Cert.)	\$ 2,352.38
School staff to manage library at BSE	Instruction: Salary (Cert./Non Cert.)	\$2,160.00
School staff to manage library at SMS	Improvement of Instruction: Salary (Cert./Non Cert.)	\$ 369.75
Program Director P.D. Compensation	Improvement of Instruction: Salary (Cert./Non Cert.)	\$ 725.00
Site Directors' P.D. Compensation	Improvement of Instruction: Salary (Cert./Non Cert.)	\$ 5,234.50
Enrichment Counselors' P.D. Compensation	Improvement of Instruction: Salary (Cert./Non Cert.)	\$ 275.50
Academic Counselor's P.D. Compensation	Instruction: General Supplies	\$ 26,000.00
STEAM Enrichment K-5, BSE	Instruction: General Supplies	\$ 15,000.00
STEAM Enrichment 6-8, SMS	Instruction: General Supplies	\$ 2,600.00
Too Good Curriculum supplies -Elementary	Instruction: General Supplies	\$ 1,500.00
Too Good Supplies- Middle School	Instruction: General Supplies	\$ 17,625.00
Academic/Summer Remediation School Supplies	Instruction: General Supplies	\$ 5,040.00
Financial Manager	Other Support Services: Salary (Cert./Non Cert.)	\$ 9,080.00
Other Support Services, CEO, Front Desk Staff	Other Support Services: Salary (Cert./Non Cert.)	\$ 500.00
Office Supplies/Mailings	Other Support Services: General Supplies	\$ 480.00
IVI Conference Registration	Improvement of Instruction: Professional Services	\$ 319.40
IVI Conference Hotel, Mileage and Per Diem	Improvement of Instruction: Other Purchased Services	\$ 1,300.59
YMCA Fitness Instructor	Instruction: Salary (Cert./Non Cert.)	\$ 278.70
YMCA Lifeguard	Improvement of Instruction: Professional Services	\$ 920.00
CPR/First Aid Training	Improvement of Instruction: Professional Services	\$ 2,300.00
Diversity Training- YUSA	Improvement of Instruction: Professional Services	\$ 36.54
YMCA Leadership Certification	Community Service Operations: General Supplies	\$ 20,500.00
Family Engagement Activity Supplies & Newsletters	Improvement of Instruction: Professional Services	\$ 100.00
STEM Connection Webinars	Improvement of Instruction: Professional Services	\$ 230.00
Better Kid Care-Online PD	Improvement of Instruction: Professional Services	\$ 230.00

**Do not edit the table below**

Budget Category Reference	Category Total
Instruction: Salary (Cert./Non Cert.)	\$ 174,478.77
Instruction: Benefits (Cert./Non Cert.)	\$ 23,763.70
Instruction: Professional Services	\$ -
Instruction: Rentals	\$ -
Instruction: Other Purchased Services	\$ -
Instruction: General Supplies	\$ 80,340.00
Instruction: Property	\$ -
Support Services (Student): Salary (Cert./Non Cert.)	\$ -
Support Services (Student): Benefits (Cert./Non Cert.)	\$ -
Support Services (Student): Professional Services	\$ -
Support Services (Student): Rentals	\$ -
Support Services (Student): Other Purchased Services	\$ -
Support Services (Student): General Supplies	\$ -
Support Services (Student): Property	\$ -
Improvement of Instruction: Salary (Cert./Non Cert.)	\$ 6,604.75
Improvement of Instruction: Benefits (Cert./Non Cert.)	\$ -
Improvement of Instruction: Professional Services	\$ 40,643.54
Improvement of Instruction: Rentals	\$ -
Improvement of Instruction: Other Purchased Services	\$ 319.40
Improvement of Instruction: General Supplies	\$ -
Improvement of Instruction: Property	\$ -
Other Support Services: Salary (Cert./Non Cert.)	\$ 14,120.00
Other Support Services: Benefits (Cert./Non Cert.)	\$ -
Other Support Services: Professional Services	\$ -
Other Support Services: Rentals	\$ -
Other Support Services: Other Purchased Services	\$ -
Other Support Services: General Supplies	\$ 500.00
Other Support Services: Property	\$ -
Operations and Maintenance: Salary (Cert./Non Cert.)	\$ -
Operations and Maintenance: Benefits (Cert./Non Cert.)	\$ -
Operations and Maintenance: Professional Services	\$ -
Operations and Maintenance: Rentals	\$ -
Operations and Maintenance: Other Purchased Services	\$ -
Operations and Maintenance: General Supplies	\$ -
Operations and Maintenance: Property	\$ -
Transportation: Salary (Cert./Non Cert.)	\$ 14,698.56
Transportation: Benefits (Cert./Non Cert.)	\$ 2,352.38
Transportation: Professional Services	\$ -
Transportation: Rentals	\$ -



Program Dev. Bostnet STEM, Behaviors, etc.	Improvement of Instruction: Professional Services	\$	1,150.00
Social and Emotional Health- IYI Training	Improvement of Instruction: Professional Services	\$	2,540.00
Youth First Director Salary	Instruction: Salary (Cert./Non Cert.)	\$	12,667.20
Staff Leadership- NASA	Improvement of Instruction: Professional Services	\$	297.00
YUSA Trainings	Improvement of Instruction: Professional Services	\$	1,840.00
iPads (x2)	Instruction: General Supplies	\$	690.00
STEAM Supplies for Summer Break Camp	Instruction: General Supplies	\$	1,800.00
Physical Fitness Class Supplies for BSE & SMS	Instruction: General Supplies	\$	4,100.00
Meal Preparation Course Supplies for SMS	Instruction: General Supplies	\$	9,000.00
General Site Supplies	Instruction: General Supplies	\$	2,025.00
Total			#REF!

Transportation: Other Purchased Services	\$	-
Transportation: General Supplies	\$	-
Transportation: Property	\$	-
Community Service Operations: Salary (Cert./Non Cert.)	\$	-
Community Service Operations: Benefits (Cert./Non Cert.)	\$	-
Community Service Operations: Professional Services	\$	-
Community Service Operations: Rentals	\$	-
Community Service Operations: Other Purchased Services	\$	-
Community Service Operations: General Supplies	\$	20,500.00
Community Service Operations: Property	\$	-
Total Budget	\$	378,321.09

### Budget Descriptions: Non-Staffing

**DIRECTIONS:** Provide a narrative below on how funding is allocated. Include the line number on which the funds are budgeted and the itemized amounts/items.

**Instruction: Other Purchase Services: \$1,500 Afterschool Conference registration and travel July 1-5, 2020 Chicago, IL**

**Example: Improvement of**

Improvement of Instruction: Line 14- IYI Grant Evaluation (6%). Line 34- IYI Conference Registration fee for November 2021. Line 38- CPR/First Aid training registration and certification fee. Line 39- YUSA Diversity and Inclusion training fee. Line 40- YMCA Leadership Certification fee. Line 42- STEM Connection Webinar training fee. Line 43- Better Kids Care registration fee. Line 44- Bostnet training fee. Line 45- IYI Social Emotional Registration fee. Line 47- National After School Association training portal fee. Line 48- Training fees for YUSA Professional Development courses (I Hear You & Listen First)

Rentals

Other Purchased Services

Line 35- Hotel fee for staff to stay at IYI Conference in November 2021, Mileage to and from conference, per diem for staff attending IYI Conference in November 2021.

Line 26- Supplies for STEAM enrichment activities at BSE ASP. Line 27- Supplies for STEAM enrichment activities at Middle School ASP. Line 28- Too Good curriculum supplies for BSE ASP. Line 29- Too Good curriculum supplies for SMS ASP. Line 30- Academic remediation and tutoring supplies. Line 33- Office Supplies & Mailings: Copy rental fee. Line 41- Family Engagement activity supplies and newsletters that will be sent home monthly. Line 49- 2 iPads for staff use. Allows access to program registration, keeps attendance and documentation of approve pick-ups and emergency contacts. Line 50- Supplies for STEAM Enrichments during Summer Break Day Camp. Line 51- Supplies to do fitness classes with YMCA instructor (i.e. yoga mats, jump ropes, etc.). Line 52- supplies for Meal Preparations courses for SMS. Line 53- Cleaning Supplies, Site storage

Property

### Budget Descriptions: Staffing

Staff position	Certified or Non-Certified	Part-Time or Full-Time	Split Funded: Y/N?	Additional Funding Source	Stipend: Y/N?
<b>Example: Afterschool Tutor</b>	<b>Non-Certified</b>	<b>Part-Time</b>	<b>N</b>	<b>N/A</b>	<b>N</b>
<b>Example: Site Coordinator</b>	<b>Certified</b>	<b>Full-Time</b>	<b>Y</b>	<b>Title IV &amp; Afterschool Grant</b>	<b>N</b>
Site Director @ BSE	Non-Certified	Part Time	N	YMCA Personnel, operating expenses	N
Site Director @ SMS	Non-Certified	Part Time	Y	CAST	N











# 21<sup>ST</sup> CCLC

## **PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)**

When funding from Cohort 5 was not renewed, the YMCA, as Salem School's after school provider worked to continued the dedicated services to our community. The YMCA went back to offering their paid program that they offered before Cohort 5 was secured. The schools worked within their Title I fund to keep some of the school clubs going. If CCLC funds were not secured through Cohort 10 or were not continued after Cohort 10, the YMCA would change to a paid program, while offering our Financial Assistance Program to anyone who needs it. We would continue to seek funding to help make free programming possible, as we know the importance of it in our community. The schools will work within their Title I fund to continue providing clubs after school, and CAST would have to scale back their offerings to 2 days per week if funding was not secured. The YMCA will work with our dedicated donors and corporate sponsors to create low to no cost programming in the areas of after school, sports, and enrichments.

From year 1 to 2 of the program, we hope to have grown the number of students and families utilizing our 21<sup>st</sup> CCLC resources. We aim to get more school staff involved in the recommendation process and that we can get our target audience of students to our programs without hindrance. By hiring staff that invests their time, passion, and talents into our students, they will build lasting relationships that will keep students coming back to our programs. We also aim to get more families involved in the child's school programming. If this is achieved, even in a small percentage during year one, we will be able to get guardians and families that truly help make this a sustainable program. Through passionate staff, valued students, engaged families, and improved academic and social results, we will be working towards a sustainable program, no matter what changes we must make.



# 21<sup>ST</sup> CCLC

## APPLICATION CHECKLIST

Section	Point Value	Maximum Page Limit
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Completed Appendix 3 form	2.5	N/A
Project Abstract	2.5	2
Program Qualification	5	2
Priority Points	5	1
Need for Project	10	7
Partnerships	5	3
Program Design	15	10
Evidence of Previous Success	7.5	5
Program Implementation	15	5
Program Communication	5	2
Professional Development	10	5
Evaluation	10	5
Safety and Transportation	5	3
Budget	15	N/A
Program Stability	2.5	2
Application Organization	2.5	N/A
<b>Total</b>	<b>125</b>	<b>52</b>